

# ESL-1540: ENGLISH AS A SECOND LANGUAGE: ACCELERATED READING II

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## Cuyahoga Community College

### Viewing: ESL-1540 : English as a Second Language: Accelerated Reading II

#### Board of Trustees:

January 2022

#### Academic Term:

Summer 2021

#### Subject Code

ESL - English As A Second Language

#### Course Number:

1540

#### Title:

English as a Second Language: Accelerated Reading II

#### Catalog Description:

Accelerated English for non-native speakers. Intermediate to high intermediate and advanced reading and ESL writing. Reading skills and strategies to prepare students for academic courses with an emphasis on increased comprehension in reading skills.

#### Credit Hour(s):

3

#### Lecture Hour(s):

2

#### Lab Hour(s):

2

## Requisites

#### Prerequisite and Corequisite

ESL departmental approval.

## Outcomes

#### Course Outcome(s):

Analyze intermediate to advanced readings.

#### Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

#### Objective(s):

1. Identify the main ideas and supporting details within advanced readings.
2. Distinguish between facts and opinion and evaluate their relevance to the main idea.
3. Make inferences using the context of the reading along with personal knowledge and experience.
4. Identify authors' purpose, tone, and bias.
5. Use context clues to determine meanings of new words.
6. Examine cultural values in readings based on context.
7. Compare advanced readings to each other by identifying and analyzing their theses or themes.
8. Recognize word families, word parts, and parts of speech.
9. Recognize the meaning of 300 advanced words from the Academic Word List.
10. Analyze argument structures in readings.

11. Connect readings to personal experience.
  12. Discuss civic responsibility in readings.
  13. State personal opinions based on and about readings.
  14. Apply pre-reading, during, and post-reading strategies.
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**Methods of Evaluation:**

1. Oral exercises and group discussion
2. Assignments from textbooks and exercises designed by the instructor
3. Multiple choice, true-false, and short-answer quizzes.
4. Essay-form examinations
5. Writing assignments (such as summaries of readings)
6. Multi-paragraph essays based on readings and topics from the text

**Course Content Outline:**

1. Main ideas and supporting details within advanced reading
  - a. Organization of texts
2. Facts and opinions
  - a. Definition of fact
  - b. Definition of opinion
  - c. Relevance to the main idea
3. Inferences using the context of the reading along with personal knowledge and experience
  - a. Definition of inference
  - b. Use of personal knowledge and experience
  - c. Critical thinking
4. Author's purpose, tone, and bias
  - a. Definition of purpose
  - b. Definition of tone
  - c. Definition of bias
  - d. Critical thinking
5. Context clues to determine meanings of new words
  - a. Sentence patterns with synonyms
  - b. Sentence patterns with antonyms
  - c. Definition clues in academic texts
    - i. "That is"
    - ii. Appositive phrases
    - iii. Dash
    - iv. "For example" and "for instance"
6. Examination of cultural values
  - a. Cultural perspectives
  - b. Cultural norms
  - c. Cultural bias
  - d. Cultural values
7. Comparison of readings to each other by identifying and analyzing their theses or themes
  - a. Similarities
  - b. Differences
8. Recognition of word families, word parts, and parts of speech
  - a. Subject, verb, adjective, adverbs, articles
  - b. Roots, prefixes, suffixes
9. Recognition of the meaning of 300 advanced words from the Academic Word List
10. Analysis of argument structure in advanced reading
  - a. signal words for argument: therefore, so, thus, consequently
  - b. signal words for reason: since, because, for, as a result
  - c. position or claim
11. Connect personal experience
  - a. background knowledge
12. Analysis of civic responsibility

- a. government policies
- b. legal rights
- c. civic responsibility

## Resources

Alder, J. Charles, and Lyle F. Bachman. *Assessing Reading*. New York: Cambridge, 2000.

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Alder, J. Charles, et al. *The Diagnosis of Reading in a Second or Foreign Language*. New York: Routledge, 2014.

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Bamford, Julian, and Richard R. Day. *Extensive Reading for Teaching Language*. New York: Cambridge, 2004.

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Connor, Ulla. *Intercultural Rhetoric in the Writing Classroom*. Ann Arbor, Michigan: University of Michigan Press, 2011.

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Day, Ricard, R. *New Ways in Teaching Reading*. Alexandria, VA: TESOL, 2012.

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Farrell, Thomas. *Reflecting on Teaching the Four Skills: 60 Strategies for Professional Development*. Ann Arbor, Michigan: University of Michigan Press, 2012.

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Grabe, Willam. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge, 2009.

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Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Trainers*. New York: Cambridge, 1993.

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Lessard-Clouston, Michael. *Teaching Vocabulary*. Alexandria, VA: TESOL, 2013.

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Nation, Paul. *Learning Vocabulary in Another Language*. New York: Cambridge, 2013.

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Williams, Jessica. *Academic Encounters Level 2*. 2nd ed. Cambridge, 2013.

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Zemach, Dorothy. *Building Academic Reading Skills Book 2*. University of Michigan Press, 2010.

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I.S.P. Nation & John Macalister. *Teaching ESL/EFL Reading & Writing*. 2nd. 2020.

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Barbara M. Birch & Sean Fulop. *Teaching L2 Reading: Getting to the Bottom*. 4th. 2020.

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I.S.P. Nation & Rob Waring. *Teaching Extensive Reading in Another Language*. 2019.

## Resources Other

1. *Studies in Second Language Acquisition*. Cambridge Online Journals. Web. <http://journals.cambridge.org/action/displayJournal?jid=SLA>
2. *TESOL Journal*. TESOL. Web <https://www.tesol.org/read-and-publish/journals/tesol-journal> (<https://www.tesol.org/read-and-publish/journals/tesol-journal/>)
3. *TESOL Quarterly*. Hoboken, NJ: Wiley-Blackwell.
4. *Longman Dictionary of American English*. 4th White Plains: Pearson, 2008

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